



Privatisation in Education: Issues of Choice, Quality, Equity and Social Justice in Peru

Call for Research Proposals 2014

In recent years, many low and middle-income countries have seen a shift in educational enrolment at the primary level towards non-state providers. In other countries, where the vast majority of pupils continue to attend public schools, forms of privatisation and marketization are nonetheless present, including in the form of rising enrolments in various forms of supplementary education such as private tuition. These trends raise important questions for research and policy-making, particularly concerning the implications of privatisation for school choice, quality, governance, equity and social justice.

The Privatisation in Education Research Initiative (PERI) is a global research and networking initiative seeking to animate an accessible and informed public debate on alternative education provision. Young Lives is a longitudinal study of childhood poverty in Ethiopia, Andhra Pradesh (India), Peru and Vietnam. It has collected data at the households of 12,000 children from two cohorts since 2002 and since 2010 has conducted surveys at the primary schools of its 'younger cohort' of children, typically aged 12 in 2013.

PERI and Young Lives are seeking to commission a number of policy-oriented research papers which employ Young Lives school survey data from graduate students and other researchers in quantitative social sciences. We are inviting students to submit proposals for papers (written in English) which could become part of their course requirements, for example as extended essays, dissertations, theses or PhD chapters. For other researchers, we are inviting proposals for research papers (written in English). It is anticipated that high quality papers will be published in a joint working paper series and potentially in peer-reviewed journals and/or in an edited book. Opportunities to present draft and/or final papers either in Oxford, London or one of the study countries will also be made available.

Further information on the data available and guidance on choice of topics is given below. Young Lives commits to provide the relevant school survey data and related documentation to successful applicants and to provide feedback on the initial proposal along with other related materials which may support the work. We are not able to supervise the work directly and it is required that student applications be supported by an academic supervisor.

A payment of 2,500 US Dollars / £1,500 British Pounds will be made to successful applicants upon receipt of a final paper of acceptable quality (in English). Additional support may be available for high quality papers to be developed or extended.

DEADLINE FOR SUBMISSION OF PROPOSALS: Proposals for Peru will be considered and approved on a rolling basis up to 31 March 2014. Applicants should submit their proposals as soon as possible by e-mail to ninosdelmilenio@grade.org.pe.

Final papers to be delivered by: 30th September 2014

Further information and the call for proposals in the other YL countries (i.e. Ethiopia, India and Vietnam) are available on our website: <http://www.younglives.org.uk/>

Guidance for Applicants

The Young Lives School Survey Data

The main focus of Young Lives' education research is on the collection and analysis of large-scale survey data in order to generate new evidence, knowledge and insights concerning the relationships between education, poverty and inequality and concerning 'what works' in education policy with regard to improving learning outcomes and life-chances.

A school survey was conducted in Peru in 2011 in a sub-sample of the study's 'younger cohort' 'index children' (born in 2001/2) and included their class-peers in some cases (Guerrero et al, 2012). The school surveys are based on a common analytical framework but surveys and sampling differ in order to reflect school systems and policy priorities. Accordingly, the number of children and schools sampled varies across countries and each country study uses a combination of up to eight different survey instruments. These data are hierarchically structured, at the pupil, teacher, class, school site, and head-teacher level. It is possible to link these data to longitudinal information on the index children and their households collected in household surveys conducted in 2001/2, 2006/07 and 2009, allowing the construction of a unique dataset of child, household and school data in each country-context, which in some cases can also be compared to data from the 'older' cohort. The household surveys collect data on a broad range of household and child characteristics: on children's learning, attitudes towards school, household expenditure on education, education in the early years and school types attended by the index children. School data from the Peru school surveys and from the household surveys (Rounds 1-3) will be made available to successful applicants, as appropriate for their proposals.

Full details of the surveys, including survey users' documents and the complete set of instruments administered are available online at: <http://www.younglives.org.uk/what-we-do/school-survey>.

Choice of Research Topics

Research topics should focus on the broad issues of privatisation, marketization and non-state provision in primary education and should address one or more of the broad themes of choice, quality, governance, equity and social justice. We anticipate research proposals will focus on one country, but may also consider exceptional proposals which focus on comparative work. Analysis of data from Young Lives school surveys should form an essential part of proposed papers, while it will also be appropriate in some cases to draw on other sources of data. The school surveys address issues relevant to particular country contexts and follow somewhat different designs. Proposals should make appropriate use of the data, based on the design and content of the selected survey, i.e. they should address a research question for which the survey data are an appropriate resource. It is anticipated that a range of analytic approaches can be applied to the data according to the research question being addressed, including exploring causal relationships in longitudinal data, as well as policy relevant descriptive analyses, especially when put into context through the use of appropriate literature, secondary analysis and, where relevant, analysis of alternative data sources. The collection of additional data is not expected, while proposals for mixed-methods studies which include analysis of small-scale qualitative data (such as elite interviews) collected either purposively or as part of another research exercise will be considered.

Proposals might consider issues of school choice, supplementary schooling, school quality, access and/ or equity, and how these relate to issues of social justice. Close attention should be paid to existing analysis which uses data from the school surveys, which are listed in the Appendix. All published papers can be found on the Young Lives website.

The following examples are provided as indicators of the areas of analysis in which the data may offer opportunities for original contributions. They are by no means exhaustive, and alternative or creative proposals will also be considered:

- School infrastructure, teacher characteristics and classroom practice in the government and private sectors
- Access to extra-tuition and its impacts for children
- Changing household characteristics and school choice
- Children's school experiences, psycho-social characteristics and links to types of privatisation

The context and Young Lives data available varies significantly in each study country and possible topics for analysis in Peru include the following:

- Net impact of private education on learning: Internationally, and in Peru, there is a discussion on whether private education is "better" than public. The interpretation of 'better' could be explored through a variety of outcomes. In the case of Peru, given that researchers from the YL team are working on this topic for the younger cohort, we are interested in other researchers using the data from the older cohort to explore similar issues.
- Use of time by students in private and public schools: The YL surveys include data on use of time at different ages. We are interested in learning how the use of time varies across time and for either or both cohorts, by type of school. This exploration of time use could help us understand public and private schooling is associated with individual and family dynamics, which could also be correlated with achievement. We encourage that use of time includes child work as a strong focus.
- Over-age enrolment and achievement in public and private schools: Internationally, there has been a long-standing discussion on what is the link between being overage (explained by entering school late, repeating a grade one or more times, or abandoning school temporarily) and achievement. It has been argued that private schools are more supportive of students, and these thus these repeat less, without their achievement being affected. However, there are no empirical studies on this topic for the country. We would like to see proposals that study the prevalence of overage enrolment; and particularly of repeating a grade, in public and private schools over time, and the potential impact on achievement.

Applications

Applications may be made singly or in collaboration between researchers. Researchers may submit more than one application. An up-to-date c.v. should be attached to the proposal for each applicant.

Applications should be sent to: ninosdelmilenio@grade.org.pe

Proposals

Each proposal should contain the following details:

1. Name(s) of the researchers involved, contact and e-mail addresses
2. Degree course or affiliation and name of supervisor (for students)
3. Research question and 150-word abstract of the proposed paper
4. Detailed proposal (maximum 2 pages) including:
 - a. Brief literature review and relevant precedents in research
 - b. Precise statement of the research question

- c. How the question will be answered using the data (empirical methodology)
 - d. Any relevant statistical problems to be addressed (and how)
5. Statement on whether the intention is to use the paper for the degree course, and plan, and the extent of supervision that can be expected (for students).
 6. E-mail or letter of support from supervisor (for students)
 7. Proposals should be sent as e-mail attachments, with the file named in the following format: your surname_country(ies) of focus (e.g. Ramírez_Peru). Please entitle the email 'YL-PERI Proposal-your surname'.

Appendix: A selection of published papers and papers in progress related to privatisation in education in Peru.¹

Peru:

- Patricia Ames et al (2009). Starting School: Who is prepared? Young Lives' Research on Children's Transition to First Grade in Peru. [Young Lives Working Paper 47](#).
- Maria Balarin (2013). Mapping and Exploring the Consequences of the Rise of Private Education in Peru. [Paper presented at UKFIET 2013 Conference](#)
- Javier Escobal et al (2005). Economic Shocks and Changes in School Attendance Levels and Education Expenditure in Peru. [Young Lives Working Paper 13](#).
- Gabriela Guerrero et al (2012). 'Young Lives School Survey in Peru: Design and Initial Findings. [Young Lives Working Paper 92](#).
- Jaqueline R. Wagner (2014). From the Classroom to the home: The Repercussions of the Growing Divisions in Public and Private Schooling in Peru. [Published Master thesis, University of California at San Diego](#). *This thesis can provide an overview of the history and the reforms in Peru educational context, as well as the main issues related to privatisation in Peru.*

Cross-country papers

- Woodhead, M. (2009). 'Pathways through Early Childhood Education in Ethiopia, India and Peru: Rights, Equity and Diversity'. [Young Lives Working Paper 54](#).

¹ This list is mainly papers based on Young Lives data and does not represent a comprehensive review of literature in this field of research